mental independence is well-nigh impossible. Class prejudices are carefully fostered, the spirit of critical inquiry is crushed and the chances of clear, independent thinking eliminated. The University, as we see it, is only a powerfully malignant machinery for arresting the growth of intelligence and suppressing the development of individuality."

The member then concluded by reading the following extract from an article entitled, "Education, English or Vernacular," published in the *Trivandrum Daily News* of the 18th January, 1927.

"There has been growing for some time a feeling that education as it is imparted in Travancore (and generally in India) has not been able to achieve the right purpose of education. Whatever may be the cause of this failure, there can be no doubt about the feeling, and many attempts are being made to mend the system of education, both in regard to its substance and its procedure. The present system of education in India, which may be called the English Education, was originally designed to turn out clerks, the hewers of wood and drawers of water in administrative and commercial offices. The goal of the education was subsequently extended to administrative or Government posts and the learned professions. The result has been that the true education that ancient India had has been lost and the education which England and Europe have has not been gained. And Indians are now in a *Trisanku-swargam*; and the educational units are turning out a host of "educated" unemployed and unemployables, for the scope for remunerative work in the Government departments and the learned professions are limited indeed. Here, as elsewhere in India, attempts are made to remedy the manifestations of the disease, the manifestation of "educated unemployment" arising from the disease of defective education—and as we have everywhere, we have the unemployment committees. This is all the reform in the substance of the education, if we may so call it, that is being attempted and thought of."

DEWAN'S REPLY: Mr. Harihara Aiyar Anantasubrahmanya Aiyar, I am sorry that on the last occasion I had to restrict you to fifteen minutes and I do the same this time also. But you will understand the reason when I say that this Assembly costs the public taxpayer something over Rs. 600 a day or something like Rs. 2 a minute.

Now, in regard to your representation to-day, if you were able, as I was fortunately able to watch the demeanour of this House, you may have observed that they listened happily and interestedly to all that you said. I am sure that the views of the Tovala taluk as manifested through you are very valuable when viewed in the large concept upon the broad question of the theories of education. On that subject, I regret to say that I am not learned. I am a mere administrator. However, I say, I am much obliged to you for having let me into the secret of the authorship of certain leaders on the subject of educational theory and policy in some of the newspapers you read. I am glad to know that you share the views which *prima facie* appear to me to be sound and well-founded. How far they are applicable to our modern Middle Schools, Elementary Schools and Colleges, I do not know. But this much I can assure you that whatever is of general good to the broad system of education, which, if directed into the channels of utility, will serve to produce better effects upon individual pupils as future citizens, to that extent the Government of Travancore are at one with you.

74. Educational Reforms.

MR. R. NARAYANA PILLAI (*Member, Vilavankod taluk*) pressed upon the Government the need for the compulsory teaching of English in Vernacular Schools. The common language in the State being English, it was difficult for any one to get on without a working knowledge of English. Compulsory English classes opened in some of the Vernacular Schools were not sufficient. He therefore suggested the amalgamation of Vernacular Middle Schools with English Middle Schools, thereby removing the difficulties of maintaining both sets of schools and turning out two different types of men, those passing out of Vernacular Schools feeling inferior to those coming out of English Schools. The Travancore Teachers' Association was working out the details of the scheme which, when sent up, should receive the earnest attention of Government.

In all enlightened Native States, primary education was compulsory. Although, according to the last Census of Travancore, a good percentage of the population was stated to be literate, many people were really illiterate. To remove the defect, others had suggested that primary education be made compulsory within municipal limits. But the member advocated that it should be made compulsory throughout the State. Again, in view to educate illiterate adults, night classes should be opened in all Primary Schools.

If primary education were to be made compulsory, more schools should be opened so that they might be within easy reach of infants *i. e.*, not more than 1½

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miles away. To meet the additional expenditure on that account, a small fee varying from one to four chackrams each may be levied from the pupils.

As regards the opening of new English Middle Schools, the Government were demanding a security of two or three thousand rupees in each case. That was hard. Such schools were opened by private agencies only from a philanthropic point of view and not with a view to amass fortunes. That the Government were aware of it was evident from the fact that only two-thirds of the excess of the expenditure over income were given as grant. In regard to the rules governing the award of grants, the member said that the basis should not be the one already adopted by the Government. For, a manager who was not scrupulous could get a larger amount of grant by manipulating his accounts. The proper basis for award of grants should be the strength of the school, its equipment and establishment. If the Government were not confident of the stability of a particular school, it would be enough if they recognised it after a decent building had been put up for the same.

Then, the member referred to the applications made for opening English Schools at Karinkal and Arumanai. The people were ready to put up buildings and there were no English Schools within a radius of five miles from those places. Either the Government should open schools in the localities or give permission to open schools there.

In regard to the curricula of studies, the member said that spinning and weaving should be made compulsory subjects for all, agriculture for boys and sewing and cookery for girls from class IV upward in Vernacular Schools. Although the Government had introduced spinning in Vernacular Schools, nothing practical had been achieved. Besides agriculture, the mainstay of the people of Travancore, the only other occupations which the people could resort to were spinning and weaving. The two industries should therefore be encouraged. If agriculture, spinning and weaving were taught on practical lines, the people would become, ere long, healthy, energetic and prosperous. A knowledge of cookery and sewing was essential to the girls and they should therefore be taught those arts compulsorily. In mixed English Schools, the girl students had no work to do during drill periods. They might with advantage be taught the above subjects during those periods. Besides, carpentry, coir-making, painting and other handicrafts should be introduced as optional subjects in High Schools.

Many graduates in the State did not know the history and geography of Travancore. That was a deplorable state of affairs. An expert should be deputed to write a detailed history of Travancore and both the history and the geography of the State should be taught as compulsory subjects in Middle and High Schools.

In prescribing language text-books for the several classes, regard should be had to the attainments of the pupils. They should be printed and sold by the Government after giving a reasonable compensation to the authors. Such an arrangement would enable the pupils to obtain books at cheaper rates and would also bring in some revenue to the State.

Comparative examinations should be held at the end of the Middle School course so that only deserving pupils would be admitted to the High School classes.

The member suggested that the study of the vernaculars should be further encouraged by giving tuition in all classes of English Schools in vernacular as was being done in the Madras Presidency. The judgments in the lower courts and the official correspondence should also be in the vernacular.

Dictation of notes in classes by the teachers should be discouraged. The notes were taken down in ungrammatical language and many words were misspelt. Though dictation of notes had been officially discouraged, it was adopted in many schools. Teaching should be done without dictating notes and the pupils asked to resort to text-books for information.

Vernacular composition and translation were taught in English Schools by the *munshis* and graduate teachers who had no satisfactory knowledge of the vernacular,

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although graduates in Malayalam were available. Those subjects should be taught only by the language graduates and it should be ruled that each school should have at least one such graduate.

For the recruitment of *munshis*, a Munshi Test should be instituted and only persons possessing the Vernacular Higher or *Vidvan* qualification and also a working knowledge of English should be allowed to appear for the test. Sanskrit *pandits* who were now recruited as *munshis* would seldom prove good Malayalam *munshis*.

Drill-masters and Drawing-masters in Vernacular Schools were poorly paid, although they were asked to do the same amount of work as their confreres in English Schools. Their pay in English and Vernacular Schools should be equalised, if necessary even by a reduction of their pay in English Schools.

As regards physical education, the modern drill lessons were a poor apology for physical training and were an instance of blindly aping western institutions without any intelligence. The member suggested that the old *kalari* system might be introduced.

The power of allotting work to the teachers in Vernacular Schools, especially to those holding Vernacular Higher certificates, should be given to the respective headmasters as in English Schools. A teacher should be put in charge only of a class which he would be competent to teach efficiently and satisfactorily. But the Inspector of Vernacular Schools had ordered otherwise. As an instance in point, the member said that a teacher in the Vilavankod Vernacular School who had passed the Higher Examination nine years ago and who had put in 12 years of service was being asked to teach Class I. When Anglo-Vernacular Schools were established, Vernacular Higher Examination Certificate holders should be drafted to those schools and the V. S. L. C. holders alone retained for the Primary Schools.

The tuition time in schools during the hot weather required a change. It was cruel to impart instruction to the pupils crowded in an ill-ventilated class room during the hottest part of the day when their brains would be heated. During the administration of one of the former Dewans, *viz.*, Mr. V. P. Madhava Rao, even the office hours were between 8 A. M. to 10-30 A. M. and 3 P. M. to 5-50 P. M. during the summer months. That system should be revived and applied not only to schools but other institutions as well. If it was found difficult to alter the tuition time in Middle and High Schools, it might be done at least in Primary Schools. The infants would not then be obliged to walk in the hot sun and the poorly paid teachers could utilise the interval for other occupations and enhance their meagre income.

In regard to holidays, the member suggested that, instead of giving two consecutive holidays in a week, two holidays at equal intervals may be given. The duration of the Christmas holidays should be reduced from three to two weeks and that of the Onam holidays increased by one week. The midsummer vacation should begin earlier and end by the 20th or 30th of Medam so that the school may be closed when the midsummer begins and opened when it nearly ends.

Teachers in Vernacular and English Schools should be transferred to their native places.

Medical inspection in schools was conducted only once in a year. That was not enough. It should be done once in a fortnight, subject to the control of the Inspecting Medical Officer. The girl students in Boys' Schools should be inspected by the Senior Surgeon, Women's Medical Services.

The member next suggested that Inspectors should necessarily have a thorough knowledge of the vernaculars of the State. The Inspectress of Girls' Schools was ignorant of the vernacular of the State. Inspectors should make surprise visits to all the schools within their jurisdiction. That would have a salutary effect on the teachers and improve the tone of their work.

The next point dealt with by the member was accommodation in schools. In the infant class of a Vernacular School, the maximum strength should be fixed at 25 and not 63 as in the Vilavankod Vernacular School. In mixed English Schools, separate waiting rooms should be provided for girl students and separate urinals for

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them should be constructed close by. Urinals in many schools were situated far away from the class rooms. Girls should not be admitted into Boys' Schools if there was a Girls' School close by.

Every school should be provided with a large plot of ground so that every pupil learning agriculture had at least half a cent of ground for practical work.

As regards fee concessions, the member pointed out that all the members of the backward communities to whichever creed they belonged were eligible for such concessions while only ten per cent. of the forward communities were eligible for the same. The benefit given to the backward communities should be extended to the other communities as well or in the alternative the ten per cent. minimum should be fixed for Christians among the backward communities. Else, the headmaster of each school should be empowered to give the concession to the really deserving pupils. No concession need be given to students failing in any class examination for want of progress.

The member next suggested the abolition of the Pleadership Classes in the Law College as the number of Vakils was rapidly increasing. In his view, the increase in litigation in the State was due to the increase in the number of courts as well as of Vakils. If the Pleadership Classes could not be abolished, the minimum qualification for admission should be raised from a pass in the School Final Examination to a pass in the Intermediate Examination.

Lastly, Travancoreans who had taken diplomas from universities in the western countries should be provided with suitable appointments in the State so that their services might be retained for Travancore; and such men already in service should be encouraged.

DEWAN'S REPLY: Mr. Narayana Pillai, your essay has been very, very interesting, but I am afraid there is no point in it upon which I find myself able to give you categorically a pronouncement or on which I can come to a final decision here to-day. But this much I can do, and that is to commend all you say to the earnest consideration of the Director of Public Instruction.

75. Educational Reforms.

MR. MATEVAN PILLAI NILAKANTA PILLAI (*Member, Municipal Council, Colachel*) stated that the people were grateful for the large outlay on education. Although Travancore stood in the forefront among Native States in the matter of education, there was no practical utility in the education imparted, with the result that unemployment among the people was steadily increasing. That was the defect in the existing system of education. Many educated youths depended on Government service alone for their occupation. The Government could not certainly provide appointments for all educated men. The people should therefore be given such education as would give them other careers. The existing system of education blunted the intellect of the students and only made them fit for Government service. To improve the existing condition and to give greater importance to the vernacular of the State, the member made the following suggestions:—

(1) In English Schools, all subjects except English should be taught in the vernacular.

(2) Technical subjects should be taught compulsorily in all English Schools and in Vernacular Schools from class IV upward.

(3) Industries should be taught in all Primary Schools.

(4) In the curricula of studies in the college classes, more importance should be given to the vernacular and text-books on the several sciences should be translated into the vernacular.

(5) Persons possessing the highest qualifications in the Vernacular Examinations should be given appointments in all departments.

(6) Teachers in Vernacular Schools with the requisite qualifications should be given preference in the matter of appointments in English Schools.

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